



# Mentoring Essentials: Assisting Junior Faculty with Career Development

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## Issue/Problem/Concern

As junior faculty progress in their careers an opportunity presents itself to provide direction and support in order to master the necessary components of teaching, research, and service to obtain promotion and tenure.

## Why Mentoring?

It's not uncommon for junior faculty to experience frustration and disappointment in a lack of community, collaboration, and support (Bataille & Brown, 2006).

Mentoring has a positive impact on "job satisfaction, research productivity, teaching effectiveness, socialization to a profession, salary level, and career advancement" (Bland et al., 2009, p. 13).

"Mentoring programs are created to assist in raising the numbers of women and minorities in the full professor rank" (Holmberg-Wright, 2013, p. 44).

## Benefits to Protégé

- Assists in establishing and meeting goals and standards around teaching, research, and service (Otieno et al., 2010).
- Provides a network/source for collegiality (Kirk, 1992; Bland et al., 2009; Otieno et al., 2010).

## Benefits to Mentor

- Increases level of respect from peers, colleagues, and administrators for developing others (Kram & Isabella, 1985).
- Professionally renews, stimulates, and intrinsically rewards (Pololi & Knight, 2005; Bland, et al., 2009).

## Benefits to Institution

- Assists with recruitment, retention, and turnover (Wilson & Elman, 1990; Kirk, 1992; Bland et al., 2009; Otieno et al., 2010).
- Contributes and supports the culture, performance, and development of talented individuals (Wilson & Elman, 1990).

## Program Recommendation

Administered by point of contact in the Office of the Provost /supported by each Dean.

**Selection/Duration:** Participation by junior faculty required/mentors voluntary. Mentors are identified by the POC/Dean with protégé making final selection. The relationship is a three year paid commitment for the mentor.

**Training:** Mentor and protégé attend a half-day training to cover program goals, roles, criteria, expectations, evaluation, etc.

**Model Format:** The use of multiple models may be advantageous to a mentoring program (Pololi & Knight, 2005; Bland et al., 2009; Otieno et al., 2010). Traditional mentoring takes place monthly with topics jointly developed. Group mentoring takes place quarterly with such topics as: teaching, research, service, etc. Peer mentoring is twice a year with topics developed by cohort.

**Evaluation:** Two evaluations take place in year one and annually in years two and three.

## Challenges

\* Mentor/protégé match \* Administration of the process \* Time \* Funding

## Conclusion

While mentoring is influential to the overall success and development of junior faculty, administrators should consider implementing across all ranks based on the holistic benefits to the protégé, mentor, and institution.

\* For a complete list of references, please take a handout

